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ABSTRACT

This research project explored the perceptions of school teachers, principals, and college lecturers regarding the challenges, obstacles, and needs faced by beginning teachers in Jamaica, West Indies, and the sources of assistance and support available to them. Interviews with participants indicated that teachers and principals were most challenged by instructional factors, while lecturers were challenged by workplace factors. Teachers emphasized two challenge elements: classroom management and lack of resources. Principals considered lack of dedication to work, weakness in planning, and negative relationships with other key stakeholders the most important challenges. Lecturers' challenges overlapped with those of teachers and principals. All three groups considered people the most important source of assistance and schools as organizations and miscellaneous sources as the least important sources of assistance in solving their problems. Teachers found co-workers particularly helpful, while principals found Ministry of Education workshops and inservice staff development helpful. Again, lecturers' opinions overlapped with those of teachers and principals. (Contains 14 tables.) (SM)

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Beginning Teaching in Jamaica:

Challenges and Assistance

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Beginning Teaching in Jamaica: Challenges and Assistance

Introduction

This paper presents the preliminary findings of a research project exploring the perceptions of small number of school teachers, school principals, and college lecturers regarding the challenges, obstacles, and needs of beginning teachers in Jamaica, West Indies, and the sources of assistance and support available to them in dealing with those challenges, obstacles, and needs.

The participants were also given the opportunity to provide similes, metaphors, and analogies to describe the experience of being a beginning teacher in Jamaica. However, this portion of the research project is not reported in this paper.

This research project was made possible through the University of Wisconsin-Whitewater Strategic Initiative Program (2000). In addition, the research protocol was approved by the University of Wisconsin-Whitewater Institutional Review Board for the Protection of Human Subjects.

This study is based on interviews with 28 teachers, 12 principals, and 11 lecturers. The teachers and principals were employed in school in the parishes of Manchester and St. Elizabeth. The lecturers were employed in one of two colleges or in a university, also located in either Manchester or St.

Elizabeth. Information regarding the participants' gender, works assignment, and years of work experience is provided in Table 1.

Insert Table 1 about here.

One interview with a lecturer was conducted in Whitewater, Wisconsin, USA, on March 10, 2000. All the other interviews were conducted in Jamaica between May 5 and May 12, 2000. I intended to audio tape-record the interviews and to prepare transcriptions; however, in almost every case the tape-recorder failed to function properly, probably due to high humidity. Interviews ranged in length from approximately 30 to 60 minutes. In addition, a meeting was held with five lecturers as a group due to the lack of available time to schedule individual interviews.

Procedures

Challenges

After exchanging greetings, I presented each participant with the "Informed Consent" document to read, to discuss with me, and to sign. I also gathered basic information from the participant regarding educational background, current and past professional work assignments, and years of work experience.

I requested each teacher to describe challenges, difficulties, or problems that he or she faced as a beginning teacher or that are commonly faced by beginning teachers in general. I recorded each of these challenges "elements" on a separate index card. After the participants had exhausted their thinking on the topic, I asked them to distribute 100 points among the challenges elements to indicate the intensity of the challenge, with a greater number of points reflecting a greater degree of intensity. I added up the points allocated to all the challenges elements with a pocket calculator to be sure they totaled 100. I also allowed participants to combine index cards together, if they felt that the challenges described fell into the same general category. In the case of principals and lecturers, I asked them to describe what they believe are they challenges, difficulties, or problems typically faced by beginning teachers, and to distribute 100 points among the challenges elements cited to indicate the intensity of the challenge.

Assistance

The same procedure as described above was used for soliciting the participants' perceptions regarding the sources of assistance and support for beginning teachers, both inside and outside the school, in dealing with the challenges,

obstacles, and needs cited during the first part of the interview.

Data Analysis

The responses of the participants (elements cited and points allocated) as recorded on the index cards were converted to a word-processed document. Based on several close readings of the responses, I developed 28 brief descriptions for challenges elements and 39 descriptions for assistance elements. Finally, to facilitate interpretation of the data, I pooled the challenges elements into four groups (Teacher Preparation and Job Placement, Teacher Characteristics, Instructional Factors, and Workplace Factors) and the assistance elements into four groups (Professional Organizations; People: Principals, Teachers, and Students; and Schools as Organizations; and Miscellaneous Sources).

I eliminated two challenges elements provided by teachers, allocated 15 and 5 points, from further analysis due to irrelevancy. I also eliminated three challenges elements provided by teachers, allocated 10, 20, and 5 points, for the same reason. As a result, the total number of points allocated for challenges was 2,780 for 28 teachers, 1,200 for 12 principals, 1,065 for 11 lecturers, for a total of 5,045 points for the combined group of 51 participants, as displayed in Table 1.

Insert Table 2 about here.

I did not eliminate any of the assistance elements provided by the participants. However, due to time constraints, I was unable to interview one teacher regarding this topic. As a result, the total number of points allocated for sources of assistance was 2,700 for 27 teachers, 1,200 for 12 principals, 1,100 for 11 lecturers, for a total of 5,000 points for the combined group of 50 participants, as displayed in Table 2.

Results

The results of this study are displayed in several tables. Table 2 provides information regarding the number of challenges and assistance elements provided by each of the three participant groups and the number of points and percentage of points allocated to the elements in each group. **Note: In Table 2, "n" reports the number of elements cited in each group, not the number of participants citing the elements. Since participants could provide more than one element in a group, the number of elements reported can exceed the number of participants in a participant group.**

Information at the bottom of Table 2 also reports the mean number of challenges and assistance elements cited by participants by participant group. As indicated, the mean

number of challenges elements cited was 5.44, 4,83, and 6.82 for teachers (N = 28), principals (N = 12), and lecturers (N = 11), respectively. The mean number of assistance elements cited was 5.26, 5.42, and 7.36 for teachers (N = 27), principals (N = 12), and lecturers (N = 11), respectively.

Challenges

As displayed in Table 2, with respect to challenges, teachers and principals allocated the largest portion of their points to Instructional Factors, 46.5% and 40.9%, respectively. Lecturers allocated the largest portion of their points, 56.1%, to Workplace Factors. The teachers allocated the smallest portion of their challenges points (6.7%) to Teacher Characteristics, whereas the principals and lecturers allocated the smallest portion of their challenges points, 14.9% and 6.9%, respectively, to Teacher Preparation and Job Placement. Variation in the distribution of points among the four challenges elements was greatest among the lecturers (from 6.9% to 56.1%) and least among the principals (14.9% to 40.9%).

Tables 3 to 8 report the findings for the topic of the challenges, obstacles, and needs faced by beginning teachers in Jamaica. Tables 3 to 6 display the number of participants (n) for each respondent group who allocated points to each of the elements within the element group, the total number of points (Pts) allocated by them to a particular element, and the

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percentage of total points for the entire respondent group that they allocated to each element. The data for teachers, principals, and lecturers are combined and presented in the "Combined" column. Totals (and in some cases, subtotals) are also included in each table.

Insert Tables 3 to 8 about here.

For example, Table 3 provides the following information for Teacher Preparation and Job Placement element P&P-1 (Pre-service not reflecting reality of schools). Six teachers allocated 120 points to this element, accounting for 4.3% of the 2,780 points allocated by the entire group of 28 teachers for challenges. The information in the "Combined" column indicates that nine participants out of the entire group of 51 participants allocated a total of 151 points, or 3.0% of the 5,045 points allocated by the entire group of 51 participants, to element P&P-1.

As displayed in Tables 3 to 6, there were 28 challenges elements. Table 7 indicates that five of these 28 challenges elements were allocated points by at least half the members of a participant group. One of these elements, (TC-5) Lack of dedication to work, limited involvement, is from the Teacher Characteristics group; two of these elements, (I-4) Classroom

management, discipline and (I-8) Weakness in planning, time management, student assessment, curriculum, are from the Instructional Factors group, and two of these elements, (W-1) Lack of materials, resources, equipment and (W-4) Negative relationships with teachers, principals, community, are from the Workplace Factors group.

Table 8 displays 13 challenges elements that were allocated at least 5 percent of the total points available to a participant group. Specifically, these included two Preparation and Job Placement elements (P&P-3, P&P-4), one Teacher Characteristics factor (TC-5), four Instructional Factor elements (I-2, I-4, I-8, I-9), and six Workplace Factors (W-1, W-2, W-3, W-4, W-5, and W-7). These elements represented 45.2%, 68.7%, and 61.5% of the total points available to the teachers, principals, and lecturers, respectively, for challenges.

Assistance

As displayed in Table 2, with respect to sources of assistance and support, teachers, principals, and lecturers all allocated their largest portion of points to People, 43.9%, 35.9%, and 33.5%, respectively. The teachers allocated the smallest portion of their assistance points (7.5%) to Schools as Organizations, whereas the principals and lecturers allocated the smallest portion of their assistance points, 6.6% and 16.5%, respectively, to Miscellaneous Sources. Variation in the

distribution of points among the four assistance groups was greatest among the teachers (from 7.5% to 43.9%) and least among the lecturers (16.5% to 33.5%).

Tables 9 to 14 report the findings for sources of assistance and support available to teachers in Jamaica to deal with the challenges, obstacles, and needs they face. Information in Tables 9 to 14 is displayed in the same fashion as information in Tables 3 to 8.

Insert Tables 9 to 14 about here.

As displayed in Tables 9 to 12, there were 39 assistance elements. Table 13 indicates that four of these 39 assistance elements were allocated points by at least 50% of the members of a participant group. One of these elements, (MOE-2) Ministry of Education - workshops, is from the Professional Organizations group; two of these elements, (PR-1) Principal, Vice-Principal - general and (T-1) Co-workers, are from the People group, and one of these elements, (S-2) Inservice staff development, is from the Schools as Organizations group.

Table 14 displays 13 assistance elements that were allocated at least 5 percent of the total points available to a participant group. Specifically, these included three Professional Organization elements (MOE-1, MOE-2, JTA-1), five

People elements (Pr-1, Pr-2, T-1, T-3, T-5), three Schools as Organizations elements (S-1, S-2, S-5), and two Miscellaneous elements (R-4, Gov-1). These elements represented 39.2%, 61.6%, and 46.5% of the total points available to the teachers, principals, and lecturers, respectively.

Discussion

This study provides a "snapshot" picture of two basic issues that are central to teacher induction in Jamaica and throughout the world: the challenges involved in beginning a career in teaching and the forms of assistance and support that are available in meeting those challenges. In interpreting and making use of the findings of this study, it is important to bear three things in mind.

First, the generalizability of this study is limited since it is based on a small sample of participants. Second, it is also important to recognize that this study is based on the perceptions of teachers, principals, and lecturers regarding these important issues. However, in teaching as in most other human endeavors, thinking and behavior are greatly influenced by perceptions, regardless of how closely they correspond to reality. Third, my efforts to facilitating "making sense" of the participants' information by creating "elements" and "element groups" should be approached with some degree of caution. For example, one might argue that element I-2 (Poor,

irregular student attendance, tardiness) should be included in the "Workplace Factors" group rather than in the "Instructional Factors" group.

I deliberately structured this study to focus on three groups: teachers, principals, and lecturers. Each group is an important stakeholder in successful teacher induction. This is most obvious for the teachers themselves and for the principals who oversee their work. Lecturers who are involved in teacher preparation need to base their efforts, in part, on a clear understanding of the "work world" their students enter upon program completion and employment as a teacher. Understanding the similarities and differences of the perceptions of these three groups is a necessary first step in understanding the induction of beginning teachers in Jamaica and, ultimately, in making changes intended to improve teacher induction.

Challenges

Tables 7 and 8 are useful in comparing the general patterns among the participants regarding the challenges faced by beginning teachers in Jamaica. The following patterns emerge in merging the information in the two tables.

Teachers emphasized two challenges elements. Element I-4 (Classroom management, discipline) and W-1 (Lack of materials, resources, equipment) represent the only challenges elements that were cited by more than half of the teachers and to which

the teachers allocated more than 10% of the possible points for challenges. Clearly, element I-4 is one over which teachers have some control, whereas element W-1 is something beyond the control of teachers.

Among the principals, three challenges elements emerge as especially important: TC-5 (Lack of dedication to work, limited involvement), I-8 (Weakness in planning, time management, student assessment, curriculum), and W-4 (Negative relationships with teachers, principals, community). Each of these elements was cited by half of the principals. Another challenges element, P&P-3 (Limited practicum, limited experience with children), while cited by only one-third of the principals, was allocated 9.2% of the total points. Among these elements, TC-5 and I-8 related quite directly to the teachers' dispositions and skills and are areas over which principals have relatively little control. W-4 focuses more on the school environment or "ethos" over which principals can have some influence, whereas P&P-3 is a pre-service preparation issue.

The perceptions of the lecturers regarding challenges overlap those of the teachers and the principals. Like the teachers, lecturers emphasized the significance of W-1 (Lack of materials, resources, and equipment). Eight of the eleven lecturers allocated 10.2% of their points to this challenges element. At the same time, seven of the eleven lecturers

concurred with the principals that I-8 (Weakness in planning, time management, student assessment, curriculum) was a significant challenge for beginning teachers by allocating 9.1% of their points to this challenges elements. In a fashion similar to that of principals, six of the 11 lecturers allocated 10.0% of possible points to challenges element W-4 (Negative relationship with teachers, principals, community).

Assistance

Tables 13 and 14 are helpful in comparing the general patterns among the participants regarding the sources of assistance and support available to beginning teachers in Jamaica to deal with the challenges they face. The following patterns emerge in examining the information found in the two tables.

The most prominent pattern among the teachers is that 55.6% of the teachers allocated 12.0% of their assistance points to T-1 (Co-workers). In comparison, half the principals allocated 10.9% of their points to MOE-2 (Ministry of Education - workshops) and two-thirds of the principals allocated 14.4% of their points to S-2 (Inservice staff development).

As in the case of challenges elements, there was overlap between the lecturers and the teachers and principals. Like the teachers, more than half of the lecturers allocated 54.5% of their challenges points to T-1 (Co-workers). In a similar

fashion to that of the principals, six of the lecturers allocated more than half their assistance points to MOE-2 (Ministry of Education - workshops). Finally, 72.7% of lecturers allocated a relatively high portion of their assistance points (9.6%) to assistance element Pr-1 (Principals, Vice-principals - general), exceeding the portion of assistance points allocated to Pr-1 by both the teachers and the principals.

Conclusion

The issues that are involved in beginning teacher induction in Jamaica are as complex as they are anywhere else in the world. Examining these issues often reveals conflicting priorities which are often difficult to resolve. For example, the need to staff classroom with teachers is a priority that may be in conflict with the goal of hiring teachers who are specifically prepared for a given grade level or content area, and extending pre-service practicum experiences, although desirable from the perspective of school and Ministry of Education and Culture officials, may be difficult to implement by colleges preparing teachers. Addressing other challenges to beginning teachers (and all other teachers, for that matter), such as large class size and limited resources, has significant financial implications that cannot be ignored. At the same time, there is also evidence of considerable support in Jamaica

to beginning teachers in dealing with the challenges they face, especially through the formal and informal assistance of their colleagues and in the professional development opportunities available to them through schools, tertiary institutions, the Ministry of Education and Culture, and the Jamaica Teachers' Association.

Efforts to understand and to improve the induction of beginning teachers in Jamaica are well taken, as they are anywhere else in the world. Improvements, even small ones implemented at the local school level, are likely to enhance the profession of teaching and ultimately the education of children, an indisputable "win-win" situation for everyone involved and for Jamaica as a nation.

Table One Participant Information

TEACHERS N = 28

Gender

Female	n = 20	71 %
Male	n = 8	29 %

Years of Teaching Experiences:

M = 6.48 SD = 7.42 Range = ½ to 25 years

Current School Assignment

Primary	n = 6	21 %	Manchester	n = 10	36 %
All-age	n = 13	46 %	St. Elizabeth	n = 18	64 %
Secondary	n = 9	32 %			

PRINCIPALS N = 11

Gender

Female	n = 6	55 %
Male	n = 5	45 %

Years of Experience as a Principal, Vice-Principal, Acting Principal

M = 10.55 SD = 8.12 Range = 1 to 26 years

Additional Years of Experience as a Teacher

M = 18.64 SD = 7.61 Range = 10 to 30 years

Current School Assignment

Primary	n = 3	27 %	Manchester	n = 1	9 %
All-age	n = 6	55 %	St. Elizabeth	n = 10	91 %
Secondary	n = 2	18 %			

LECTURERS N = 12 (See Note 1 below.)

Gender

Female	n = 11	92 %
Male	n = 1	9 %

Years of Experience as College Lecturer

M = 7.50 SD = 5.95 Range = 1 to 19 years

Additional Years of Experience in Education

M = 9.55 SD = 8.14 Range = 0 to 25 years

Note 1: Due to time constraints, an additional group of five lecturers were interviewed as a group. They include 3 females and 2 males.

Table Two Summary of Elements by Participant Group and Element Groups

Element Groups	Teachers			Principals			Lecturers			Combined		
Challenges Group	n[1]	Pts	%	n	Pts	%	n	Pts	%	n	Pts	%
Teacher Preparation and Job Placement	24	462	16.6	8	179	14.9	6	74	6.9	38	715	14.2
Teacher Characteristics	13	187	6.7	12	266	22.2	10	87	8.2	35	540	10.7
Instructional Factors	73	1294	46.5	26	491	40.9	25	307	28.8	124	2092	41.5
Workplace Factors	45	837	30.1	12	264	22.0	34	597	56.1	91	1698	33.7
Total	155	2780	99.9	58	1200	100.0	75	1065	100.0	361	5045	100.0
Assistance Group												
Professional Organizations	26	523	19.4	19	376	31.3	19	272	24.7	64	1171	23.4
People	55	1186	43.9	23	431	35.9	25	369	33.5	103	1986	39.7
Schools as Organizations	14	202	7.5	16	314	26.2	18	278	25.3	48	794	15.9
Miscellaneous Sources	47	789	29.2	7	79	6.6	19	181	16.5	73	1049	17.8
Total	142	2700	100.0	65	1200	100.0	81	1100	100.0	288	5000	100.0
Challenges elements cited by participant groups	M = 5.44			M = 4.83			M = 6.82			M = 5.65		
Assistance elements cited by participant groups	M = 5.26			M = 5.42			M = 7.36			M = 5.76		
Total	M = 10.70			M = 10.25			M = 14.18			M = 11.41		

[1] The "n" represents the number of elements cited, not the number of participants citing elements. Accordingly, the "n" reported can be greater than the number of participants in a participant group.

Table Three Challenges Element Group - Teacher Preparation and Job Placement

		Teachers			Principals			Lecturers			Combined		
Key	Description	n	Pts	%	n	Pts	%	n	Pts	%	n	Pts	%
P&P-1	Pre-service not reflecting reality of schools	6	120	4.3	2	19	1.6	1	12	1.1	9	151	3.0
P&P-2	Underprepared	4	65	2.3	1	30	2.5	2	7	0.7	7	102	2.0
P&P-3	Limited practicum, limited experience with children	2	24	0.9	4	110	9.2	1	30	2.8	7	164	3.3
P&P-4	Teaching in grade/areas not for which not prepared	7	155	5.6	-	-	-	1	5	0.5	8	160	3.2
P&P-5	Not able to secure job in desired grade/area, employment issues	5	98	3.5	1	20	1.7	1	20	1.9	7	138	2.7
	TOTAL	**24**	**462**	**16.6**	**8**	**179**	**14.9**	**6**	**74**	**6.9**	**38**	**715**	**14.2**

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Table Four Challenges Element Group - Teacher Characteristics

		Teachers			Principals			Lecturers			Combined		
Key	Description	n	Pts	%	n	Pts	%	n	Pts	%	n	Pts	%
TC-1	Youth, physical size	5	56	2.0	-	-	-	2	15	1.4	7	71	1.4
TC-2	Teacher's background compared to children's background	2	46	1.7	1	13	1.1	1	8	0.8	4	67	1.3
TC-3	Lack of confidence, easily frustrated, insecurity	3	45	1.6	2	53	4.4	3	24	2.3	8	122	2.4
TC-4	Overconfident	1	25	0.9	3	55	4.6	-	-	-	4	80	1.6
TC-5	Lack of dedication to work, limited involvement	2	15	0.5	6	145	12.1	4	40	3.8	12	200	4.0
	TOTAL	**13**	**187**	**6.7**	**12**	**266**	**22.2**	**10**	**87**	**8.2**	**35**	**540**	**10.7**

Table Five Challenges Element Group - Instructional Factors

		Teachers			Principals			Lecturers			Combined		
Key	Description	n	Pts	%	n	Pts	%	n	Pts	%	n	Pts	%
I-1	Large class size	8	126	4.5	2	20	1.7	4	52	4.9	14	198	3.9
I-2	Poor, irregular student attendance, tardiness	9	210	7.6	1	30	2.5	-	-	-	10	240	4.8
I-3	Lack of student motivation, poor attitude	9	111	4.0	3	51	4.2	1	15	1.4	13	177	3.5
I-4	Classroom management, discipline	18	339	12.2	5	89	7.4	5	89	8.4	28	517	10.2
I-5	Forming appropriate relationship with students	3	29	1.0	-	-	-	-	-	-	3	29	0.6
I-6	Wide range of student ability	4	95	3.4	-	-	-	1	3	0.3	5	98	1.9
I-7	Student literacy problems	5	82	2.9	2	24	2.0	-	-	-	7	106	2.1
I-8	Weakness in planning, time management, student assessment, curriculum	5	102	3.7	6	140	11.7	7	97	9.1	18	339	6.7
I-9	Knows content but lacks basic teaching skills	2	15	0.5	4	67	5.6	3	15	1.4	9	97	1.9
I-10	Low SES, poor home environment	4	115	4.1	1	30	2.5	1	12	1.1	6	157	3.1
I-11	Parents' lack of interest	6	70	2.5	2	40	3.3	3	24	2.3	11	134	2.7
	TOTAL	**73**	**1294**	**46.5**	**26**	**491**	**40.9**	**25**	**307**	**28.8**	**124**	**2092**	**41.5**

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Table Six Challenges Element Group - Workplace Factors

		Teachers			Principals			Lecturers			Combined		
Key	Description	n	Pts	%	n	Pts	%	n	Pts	%	n	Pts	%
W-1	Lack of materials, resources, equipment	18	332	11.9	2	70	5.8	8	109	10.2	28	511	10.1
W-2	Small classrooms, separating classes with chalkboards	10	221	7.9	2	25	2.1	4	75	7.0	16	321	6.4
W-3	Isolation, lack of guidance, limited transition	4	67	2.4	1	20	1.7	4	93	8.7	9	180	3.6
W-4	Negative relationships with teachers, principals, community	6	87	3.1	5	104	8.7	6	106	10.0	17	297	5.9
W-5	"Settling in," orientation, lack of familiarity with procedures	2	43	1.5	1	20	1.7	3	86	8.1	6	149	3.0
W-6	Too many subjects, too much curriculum, too many roles	4	62	2.2	1	25	2.1	4	41	3.8	9	128	2.5
W-7	Financial pressures, job security	1	25	0.9	-	-	-	5	87	8.2	6	112	2.2
	TOTAL	**45**	**837**	**30.1**	**12**	**264**	**22.0**	**34**	**597**	**56.1**	**91**	**1698**	**33.7**

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Table Seven Challenges Elements cited by fifty percent or more of participants by group

Key	Description	Teachers		Principals		Lecturers	
		n	%	n	%	n	%
TC-5	Lack of dedication to work, limited involvement			6	50.0		
I-4	Classroom management, discipline	18	64.3				
I-8	Weakness in planning, time management, student assessment curriculum			6	50.0	7	58.3
W-1	Lack of materials, resources, equipment	18	64.3			8	72.7
W-4	Negative relationships with teachers, principals, community			6	50.0	6	54.5

Table Eight Challenges Point Allocation

* = Allocation of 5.0 to 9.9 percent of total points for participant group

** = Allocation of more that 9.9 percent of total points for participant group

Key	Description	Teachers	Principals	Lecturers
P&P-3	Limited practicum, limited experience with children		* (9.2 %)	
P&P-4	Teaching in grade/areas not for which not prepared	* (5.6 %)		
TC-5	Lack of dedication to work, limited involvement		** (12.1 %)	
I-2	Poor, irregular student attendance, tardiness	* (7.6 %)		
I-4	Classroom management, discipline	** (12.2 %)	* (7.4 %)	* (8.4 %)
I-8	Weakness in planning, time management, student assessment curriculum		** (11.7 %)	* (9.1 %)
I-9	Knows content but lacks basic teaching skills		* (5.6 %)	
W-1	Lack of materials, resources, equipment	** (11.9 %)	* (5.8 %)	** (10.2 %)
W-2	Small classrooms, separating classes with chalk-boards	* (7.9 %)		* (7.0 %)
W-3	Isolation, lack of guidance, limited transition			* (8.7 %)
W-4	Negative relationships with teachers, principals, community		* (8.7 %)	** (10.0 %)
W-5	"Settling in," orientation, lack of familiarity with procedures			* (8.1 %)
W-7	Financial pressures, job security		* (8.2 %)	
	TOTAL PERCENT OF POINTS ALLOCATED	45.2	68.7	61.5

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Table Nine Assistance Element Group - Professional Organizations

		Teachers			Principals			Lecturers			Combined		
Key	Description	n	Pts	%	n	Pts	%	n	Pts	%	n	Pts	%
IHE-1	IHE - general	2	50	1.9	1	11	0.9	-	-	-	3	61	1.2
IHE-2	IHE - preservice preparation	2	75	2.8	1	20	1.7	1	35	3.2	4	130	2.6
IHE-3	IHE - workshops	1	15	0.6	2	36	3.0	1	3	0.3	4	54	1.1
	Subtotal	***5***	***140***	***5.2***	***4***	***67***	***5.6***	***2***	***38***	***3.5***	***11***	***245***	***4.9***
MOE-1	MOE - general	2	20	0.7	3	33	2.8	3	56	5.1	8	109	2.2
MOE-2	MOE - workshops	6	100	3.7	6	131	10.9	6	75	6.8	18	306	6.1
	Subtotal	***8***	***120***	***4.4***	***9***	***164***	***13.7***	***9***	***31***	***11.9***	***26***	***415***	***8.3***
JTA-1	JTA - general	3	55	2.0	3	83	6.9	3	39	3.5	9	177	3.5
JTA-2	JTA - new teacher meeting	4	93	3.4	2	55	4.6	2	32	2.9	8	180	3.6
JTA-3	JTA - workshops, meetings	4	75	2.8	1	7	0.6	3	32	2.9	8	114	2.3
	Subtotal	***11***	***223***	***8.3***	***6***	***145***	***12.1***	***8***	***103***	***9.4***	***25***	***471***	***9.4***
OTH-1	Other professional Organizations	2	40	1.5	-	-	-	-	-	-	2	40	0.8
	TOTAL	**26**	**523**	**19.4**	**19**	**376**	**31.3**	**19**	**272**	**24.7**	**64**	**1171**	**23.4**

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Table Ten Assistance Element Group - People: Principals, Teachers, Students

		Teachers			Principals			Lecturers			Combined		
Key	Description	n	Pts	%	n	Pts	%	n	Pts	%	n	Pts	%
Pr-1	Principal, V-P - general	10	214	7.9	5	100	8.3	8	106	9.6	23	420	8.4
Pr-2	Principal, V-P - focused	3	43	1.6	4	93	7.8	-	-	-	7	136	2.7
	Subtotal	***13***	***257***	***9.5***	***9***	***193***	***16.1***	***8***	***106***	***9.6***	***30***	***556***	***11.1***
T-1	Co-workers	15	324	12.0	2	28	2.3	6	122	11.9	23	474	9.5
T-2	Other teachers, friends and neighbors who are teachers	5	110	4.1	-	-	-	-	-	-	5	110	2.2
T-3	Senior teachers	8	202	7.5	3	55	4.6	3	26	2.4	14	283	5.7
T-4	Assigned to work with another teacher (e.g., team)	1	15	0.6	4	44	3.7	2	40	3.6	7	99	2.0
T-5	Mentor teacher	1	60	2.2	3	100	8.3	1	30	2.7	5	190	3.8
T-6	Guidance counselor, librarian	1	8	0.3	2	11	0.9	2	20	1.8	5	39	0.8
	Subtotal	***31***	***719***	***26.6***	***14***	***238***	***19.8***	***14***	***238***	***21.6***	***59***	***1195***	***23.9***
Stu-1	Students - general	5	60	2.2	-	-	-	1	10	0.9	6	70	1.4
Stu-2	Student interest, improvement	3	120	4.4	-	-	-	1	8	0.7	4	128	2.6
Stu-3	Students - suggestions	3	30	1.1	-	-	-	1	7	0.6	4	37	0.7
	Subtotal	***11***	***210***	***7.8***	-	-	-	***3***	***25***	***2.3***	***14***	***235***	***4.7***
	TOTAL	**55**	**1186**	**43.9**	**23**	**431**	**35.9**	**25**	**369**	**33.5**	**103**	**1986**	**39.7**

Table Eleven Assistance Element Group - Schools as Organizations

		Teachers			Principals			Lecturers			Combined		
Key	Description	n	Pts	%	n	Pts	%	n	Pts	%	n	Pts	%
S-1	Orientation, meetings	2	50	1.9	3	43	3.6	5	87	7.9	10	180	3.6
S-2	Inservice staff development	9	125	4.6	8	209	14.4	4	39	3.5	21	373	7.5
S-3	Instructional supervision, evaluation	1	5	0.2	2	28	2.3	2	47	4.3	5	80	1.6
S-4	Social activities	1	10	0.4	-	-	-	2	20	1.8	3	30	0.6
S-5	Financial support for teachers and students	1	12	0.4	1	15	1.3	3	57	5.2	5	84	1.7
S-6	Ancillary staff, Board of Management	-	-	-	2	19	1.6	2	28	2.5	4	47	0.9
	TOTAL	**14**	**202**	**7.5**	**16**	**314**	**26.2**	**18**	**278**	**25.3**	**48**	**794**	**15.9**

Table Twelve Assistance Element Group - Miscellaneous Sources

		Teachers			Principals			Lecturers			Combined		
Key	Description	n	Pts	%	n	Pts	%	n	Pts	%	n	Pts	%
Par-1	Parents - general	5	36	1.3	-	-	-	2	20	1.8	7	56	1.1
Par-2	Parents - PTA, organized	2	20	0.7	1	9	0.8	2	15	1.4	5	44	0.9
	Subtotal	***7***	***56***	***2.1***	***1***	***9***	***0.8***	***4***	***35***	***3.2***	***12***	***100***	***2.0***
Com-1	Community - general	4	40	1.5	-	-	-	2	15	1.4	6	55	1.1
Com-2	Community - service clubs	2	22	0.8	-	-	-	2	14	1.3	4	36	0.7
Com-3	Community - speakers	2	23	0.9	-	-	-	-	-	-	2	23	0.5
Com-4	Community - businesses	3	38	1.4	1	3	0.3	-	-	-	4	41	0.8
	Subtotal	***11***	***123***	***4.6***	***1***	***3***	***0.3***	***4***	***29***	***2.6***	***16***	***155***	***3.1***
R-1	Resources - TV, radio, newspapers, books	6	87	3.2	-	-	-	1	5	0.5	7	92	1.8
R-2	Resources - Internet, computers	4	40	1.5	-	-	-	2	15	1.4	6	55	1.1
R-3	Resources: Curriculum guides	3	40	1.5	-	-	-	2	27	2.5	5	67	1.3
R-4	Resources: Teacher him/herself	6	158	5.9	4	60	5.0	3	40	3.6	13	258	5.2
	Subtotal	***19***	***325***	***12.0***	***4***	***60***	***5.0***	***8***	***87***	***7.9***	***31***	***472***	***9.4***
Gov-1	Government programs, policies	3	160	5.9	-	-	-	-	-	-	3	160	3.1
Ch-1	Church, spiritual support	3	40	1.5	1	7	0.6	2	20	1.8	6	67	1.3
F-1	Family support	4	85	3.1	-	-	-	1	10	0.9	5	95	1.9
TOTAL		**47**	**789**	**29.2**	**7**	**79**	**6.6**	**19**	**181**	**16.5**	**73**	**1049**	**21.0**

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Table Thirteen Assistance Elements cited by fifty percent or more of participants by group

Key	Description	Teachers		Principals		Lecturers	
		n	%	n	%	n	%
MOE-2	MOE - workshops			6	50.0	6	54.5
Pr-1	Principal, V-P - general					8	72.7
T-1	Co-workers	15	55.6			6	54.5
S-2	Inservice staff development			8	66.7		

Table Fourteen Assistance Point Allocation

* = Allocation of 5.0 to 9.9 percent of total points for participant group

** = Assignment of more than 9.9 percent of total points for participant group

Key	Description	Teachers	Principals	Lecturers
MOE-1	MOE - general			* (5.1 %)
MOE-2	MOE - workshops		** (10.9 %)	* (6.8 %)
JTA-1	JTA - general		* (6.9 %)	
Pr-1	Principal, V-P - general	* (7.9 %)	* (8.3 %)	* (9.6 %)
Pr-2	Principal, V-P - focused		* (7.8 %)	
T-1	Co-workers	** (12.0 %)		** (11.9 %)
T-3	Senior teachers	* (7.5 %)		
T-5	Mentor teacher		* (8.3 %)	
S-1	Orientation, meetings			* (7.9 %)
S-2	Inservice staff development		** (14.4 %)	
S-5	Financial support for teachers and students			* (5.2 %)
R-4	Resources: Teacher him/herself	* (5.9 %)	* (5.0 %)	
Gov-1	Government programs, policies	* (5.9 %)		
TOTAL PERCENT OF POINTS ALLOCATED		**39.2**	**61.6**	**46.5**

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